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effects of these upon our national history. This work will be done by one of the pedagogic classes. Each member of it will write, and the best oration will be selected for delivery.

Lincoln's ideals and policy during his presidency will be studied in the same way by the second-year pedagogic class. The history and story of the Emancipation Proclamation will be told. Some of the public speeches of both men will be studied: the Lincoln-Douglas debates, "Washington's Farewell to the Army," "Washington's Farewell to His Countrymen;" Lincoln's first inaugural speech, "The Gettysburg Address," and some of the most noted patriotic sayings of both.

The program will open with the singing of the hymn "All Ye Nations." This will be followed by the reading of "What Constitutes a State?" The program will close with the reading of "O Captain, My Captain."

This is, in brief, an outline of the study to be done for this program, in the Francis W. Parker School as well as in the School of Education. How the material selected will be worked out and represented in each school depends upon the individual teachers and their pupils.

REFERENCES: Mitchell, *Hugh Wynne*; Johnston, *To Have and to Hold*; Johnston, "Audrey," *Atlantic Monthly*, 1901-1902; Thackeray, *The Virginians*; Churchill, *The Crisis; Memories and Letters of Dolly Madison* (edited by her grandmother); Morse, *Life of Lincoln*; Nicolay and Hay, *Life of Lincoln*; Irving, *Washington*; Brooks, *The True Story of George Washington*; Brooks, *The True Story of Abraham Lincoln*; Scudder, *George Washington*; *Patriotic Selections* (Riverside edition); McMurray, *Pioneer History Stories*.

MUSIC.

HELEN GOODRICH.

OUR children have a vivid interest in songs of other nations, which it seems well to turn to good account at this time. The most substantial kind of preparation for patriotic exercises would include the cultivation of a stronger feeling about patriotism in general—the universal love of country which is based upon loyalty of character, wherever it is found. The intelligent singing of great patriotic songs must help to give the children an intimation of this. It should help them to think and feel more generously about their fellow-beings, and give them an ethically sound basis for enthusiasm over their own nation and its great men.

The grades happen not to be studying the history, geography, or literature of any of the countries which have produced great patriotic music, so that each song will need to be introduced

with anecdotes or some slight indication of its historical setting. The songs will be chosen with regard to content of text, musical worth, and variety. A few examples of less-developed kinds will be played for the classes, such as the Japanese national air, and two tribal songs of the Omaha Indians. These are enough like our own music to be intelligible to us, and while they cannot be reproduced on a piano with any of their peculiar local characteristics, their spirit of solemnity or dignity or enthusiasm can be suggested. The knowledge that such songs exist, that even the Indians have expressed their feelings of being bound together by a common religion and common laws in music which we can understand, is a help in the development of ideals of judgment and taste as based upon truthfulness in expression.

In the seventh, eighth, and ninth grades (in the Francis W. Parker School) a period has been devoted to the rapid reading of a number of heroic and patriotic songs in *Songs of Life and Nature*, with the aid of a spirited accompaniment on the piano. The "Minstrel Boy," with a short account of Ossian, has been learned by all the grammar grades; also "The Watch on the Rhine," in English; the advanced French classes are studying the best stanzas of the "Marseillaise," and the German classes the first and last stanzas of the Austrian national hymn, "Gott erhalte Franz den Kaiser." The only songs available for the children below the fourth grade are the two flag songs. The words of "America" will be taught to them, because they will try to sing them in any case.

In connection with the program as outlined by Miss Fleming we shall sing selections from the following list:

Hymn, "All Ye Nations" (tune, Nuremburg), *Songs of Life and Nature*; "Star-Spangled Banner;" "Fatherland's Psalm" (COURSE OF STUDY, Vol. I, No. 6), or Grieg, *Seven Children's Songs* (Augener & Co., London); Eleanor Smith, "Flag Song," *Modern Music Series*, Book I; "Angel of Peace" ("Keller's American Hymn"), *World's Collection of Patriotic Songs* (Oliver Ditson, Boston); "Hail Columbia;" "Battle Hymn of the Republic;" Frederick Root, "Flag Song;" *Singing Verses for Children* (Macmillan, or COURSE OF STUDY, Vol. I, No. 6). Marches: "Dixie;" Russian national hymn; Lachner, "Marche célèbre;" Fr. Schubert, "March No. 3," *Trois grandes marches héroïques*.

REFERENCES: Alice C. Fletcher, *Story and Song from North America*; Naumann, *History of Music*.

Other correlated music for February: "In February," "Pussy Willow's Secret," *Songs of Life and Nature*; Eleanor Smith, "The Sap Has Begun to Flow," *Songs for Little Children*, No. 2.